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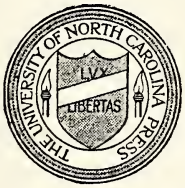
MARCH 25, 1939 NUMBER 342

THE UNIVERSITY OF NORTH CAROLINA RECORD



THE GRADUATE SCHOOL

DIVISION OF PUBLIC WELFARE AND SOCIAL WORK

CATALOGUE ISSUE
1938-1939

Announcements for the Session 1939-1940

THE UNIVERSITY OF NORTH CAROLINA PRESS
ISSUED 12 TIMES A YEAR AS FOLLOWS: 4 NUMBERS IN FEBRUARY, 3 NUMBERS IN MARCH, 3 NUMBERS IN APRIL, 1 NUMBER EACH IN JUNE AND OCTOBER.
ENTERED AS SECOND-CLASS MATTER AT THE POSTOFFICE AT
CHAPEL HILL, N. C.
UNDER THE ACT OF AUGUST 24, 1912

CATALOGUE OF EVENTS

SESSION, 1939-1940

1939	
June 4-6	*Sunday through Tuesday.* Commencement Exercises.
June 8-July 18	Summer Session. First Term.
July 19-August 26	Summer Session. Second Term.
September 14	*Thursday.* Registration for the fall quarter.
September 15	*Friday.* Class work for the fall quarter begins.
October 12	*Thursday.* University Day.
November 29	*Wednesday.* Thanksgiving Recess begins at 1:00 p.m.
December 4	*Monday.* Thanksgiving Recess ends at 8:30 a.m.
December 7-16	*Thursday to 1:00 p.m. Saturday.* Registration for the winter quarter.
December 12-16	*Tuesday through Saturday (1:00 p.m.).* Examinations for the fall quarter.
December 16 (afternoon)-January 1, 1940	Christmas Recess.
1940	
January 2	*Tuesday.* Registration of new students.
January 3	*Wednesday.* Class work for the winter quarter begins.
March 8-16	*Friday to 1:00 p.m. Saturday.* Registration for the spring quarter.
March 12-16	*Tuesday through Saturday (1:00 p.m.).* Examinations for the winter quarter.
March 16-24	*Saturday (1:00 p.m.) through Sunday.* Spring Recess.
March 25	*Monday.* Class work for the spring quarter begins.
June 3-7	*Monday through Friday.* Examinations for the spring quarter.
June 9-11	*Sunday through Tuesday.* Commencement Exercises.

OFFICERS OF ADMINISTRATION

FRANK PORTER GRAHAM, M.A., LL.D., D.C.L., D.Litt., *President*
ROBERT BURTON HOUSE, A.M., *Dean of Administration*
WILLIAM WHATLEY PIERSON, Ph.D., *Dean of the Graduate School*
ROY MELTON BROWN, Ph.D., *Director*

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*ADMINISTRATIVE BOARD

WILLIAM WHATLEY PIERSON, Ph.D., *Dean of the Graduate School*

ROY MELTON BROWN, Ph.D., *Director*

HOWARD WASHINGTON ODUM, Ph.D., LL.D., Litt.D., *Kenan Professor of Sociology and Director of the Institute for Research in Social Science*

JOHN BROOKS WOOSLEY, Ph.D., *Professor of Economics*

WILEY BRITTON SANDERS, Ph.D., *Professor of Social Work*

SAMUEL HUNTINGTON HOBBS, JR., Ph.D., *Professor of Rural Social-Economics*

HARRY WOLVEN CRANE, Ph.D., *Professor of Psychology*

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HOWARD WASHINGTON ODUM, Ph.D., LL.D., Litt.D., *Kenan Professor of Sociology and Director of the Institute for Research in Social Science*

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*WILEY BRITTON SANDERS, Ph.D., *Professor of Social Work*

KATHARINE JOCHER, Ph.D., *Associate Professor of Social Work and Assistant Director of the Institute for Research in Social Science*

ISABELLE KIRKLAND CARTER, M.S.S., *Associate Professor of Social Work*

GEORGE HAROLD LAWRENCE, A.M., *Assistant Professor of Social Work and Director of Field Work*

HAROLD DIEDRICH MEYER, A.M., *Professor of Sociology*

HARRY WOLVEN CRANE, Ph.D., *Professor of Psychology*

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* The Dean of Administration, the Registrar, and the Dean of Students are **ex officio** members of each Administration Board.
* Absent on Kenan leave, fall quarter, 1938.

WILLIAM PERRY RICHARDSON, M.D., M.P.H., *District Public Health Officer, Instructor in Medical Information*

ELMA HOPE ASHTON, A.M., *Acting Assistant Professor of Social Work,* fall quarter, 1938

*RUTH EVELYN DODD, M.S.S.A., *Supervisor of Field Work*

EMETH TUTTLE COCHRAN, A.M., *Supervisor of Field Work,* fall and winter quarters, 1938-1939

ENGLISH BAGBY, Ph.D., *Professor of Psychology*

LEE MARSHALL BROOKS, Ph.D., *Associate Professor of Sociology*

DUDLEY DEWITT CARROLL, M.A., *Professor of Economics*

JOHN FREDERICK DASHIELL, Ph.D., *Kenan Professor of Psychology*

JAMES WILLIAM FESLER, Ph.D., *Associate Professor of Political Science*

MILTON SIDNEY HEATH, Ph.D., *Associate Professor of Economics*

CLARENCE HEER, Ph.D., *Research Professor of Economics*

RICHARD J. M. HOBBS, A.B., LL.B., *Professor of Business Law*

SAMUEL HUNTINGTON HOBBS, JR., Ph.D., *Professor of Rural Social-Economics*

WILLIAM SUMNER JENKINS, Ph.D., *Associate Professor of Political Science*

GUY BENTON JOHNSON, Ph.D., *Research Associate, Institute for Research in Social Science*

WILLIAM WHATLEY PIERSON, Ph.D., *Professor of History and Political Science*

CORYDON PERRY SPRUILL, JR., A.B., B.Litt.(Oxon), *Professor of Economics*

MALCOLM DEAN TAYLOR, A.B., M.B.A., *Associate Professor of Marketing*

RUPERT BAYLESS VANCE, Ph.D., *Research Professor of Sociology*

HERBERT VON BECKERATH, D.Ec., *Visiting Professor and Lecturer in Social and Economic Theory*

PAUL WOODFORD WAGER, Ph.D., *Associate Professor of Political Science*

HARRY DEMERLE WOLF, Ph.D., *Professor of Economics*

EDWARD JAMES WOODHOUSE, A.B., LL.B., *Professor of Political Science and Public Administration*

MARGARET JARMAN HAGOOD, Ph.D., *Research Associate*

DONALD KLAISS, Ph.D., *Assistant in Sociology*

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* Absent on leave, fall and winter quarters, 1938-1939.

SPECIAL LECTURERS

ARENA, JAY MORRIS, M.D., *Assistant Professor of Pediatrics, Duke University, School of Medicine*

BAKER, LENOX DIAL, M.D., *Instructor in Orthopedics, Duke University, School of Medicine*

CALLAWAY, JASPER LAMAR, M.D., *Associate in Dermatology and Syphilology, Duke University, School of Medicine*

CARTER, BAYARD, M.A., M.D., *Professor of Obstetrics and Gynecology, Duke University, School of Medicine*

FINKLESTEIN, HAROLD, M.D., *Associate in Surgery, Duke University, School of Medicine*

FRITZ, MILO, M.D., *Assistant in Otolaryngology and Ophthalmology, Duke University, School of Medicine*

JONES, ROBERT RANDOLPH, JR., M.D., *Assistant Professor of Surgery, Duke University, School of Medicine*

MACNIDER, WILLIAM DEBERNIERE, M.D., Sc.D., LL.D., *Kenan Research Professor of Pharmacology and Dean of the School of Medicine, University of North Carolina*

MACPHERSON, DANIEL ALLEN, Ph.D., *Professor of Bacteriology, School of Medicine, University of North Carolina*

NICHOLSON, WILLIAM MCNEAL, M.D., *Associate in Medicine and Biochemistry, Duke University, School of Medicine*

NORTON, ROY, M.D., M.P.H., *Professor of Public Health Administration, School of Medicine, University of North Carolina*

PEARCE, RICHARD LEHRNER, M.D., *Former Instructor in Obstetrics and Gynecology, Duke University, School of Medicine*

PERSONS, ELBERT LAPSLEY, M.D., *Associate in Medicine and Dermatology, Duke University, School of Medicine*

ROSS, NORMAN, M.D., *Instructor in Dentistry, Duke University, School of Medicine*

WESTBROOK, JAMES AUGUSTUS, C.E., M.S.E., *Sanitary Engineer, District Health Office, Chatham, Orange and Person Counties*

GENERAL INFORMATION

HISTORICAL STATEMENT

The early ideals and plans of the School of Public Welfare were admirably stated in the catalogue of 1924-1925.

"The School of Public Welfare of the University of North Carolina was established in 1920 in accordance with the University's policy of meeting the varying needs of the State and of developing university ideals and standards. The School was developed around a Department of Sociology, following logically a decade of work in rural social economics and extension services and a rapidly developing social program in North Carolina. In his recommendations to the Trustees, President Chase said:

'If the citizenship of state and nation is to grapple successfully with the ever more complex problems of modern democracy, if popular government is to work effectively in these confusing times, our educational system as a whole must stress as never before the instruction of our youth in matters of common weal. A knowledge of the fundamental laws of society, of what democracy really means and what its problems are, a spirit of social mindedness which leads the individual to look beyond himself and to think of himself in relation to his community—these things are more and more requisite for good citizenship. The social sciences, including economics, history, government and sociology in its various aspects, must receive a new and more intense emphasis in the higher education of the future. North Carolina, feeling her way towards the solution of new social problems consequent upon the growing complexity of her life, with a new program of social legislation, needs, and will need, leaders well trained in the fundamentals of their task. The proposed School of Public Welfare should help train such leaders, should offer short courses for workers in service, and should, in coöperation with state and national agencies, render assistance to the cause of public health, to superintendents of public welfare, Red Cross workers, secretaries of chambers of commerce and boards of trade, to school systems in their social problems, to bureaus of community recreation—in short, it should both correlate and make distinctive additions to the contributions which the University can render to the development of the human wealth of North Carolina.'

"In accordance, therefore, with the purposes of the School as set forth by the President and Trustees of the University, plans for effective organization were begun and tasks entered upon during the Summer School of 1920. To meet the specific needs of the State and the University and, as far as possible, the South a four-fold service was planned. The *first* emphasizes *instruction* in Sociology and Social Problems, including teaching in the College and University, extension teaching through the Bureau of Extension for outside communities, and through general instruction and promotion of citizenship. The *second* emphasizes *training for social work and community leadership,* with special reference to town, village and rural communities, and with special

application to the State of North Carolina and the South. This division hopes to meet the very urgent demands of the State for trained men and women for its county superintendents of public welfare and other official positions and of many communities throughout the South for Red Cross secretaries and other community workers in the mill villages and elsewhere. The *third* aspect of the work emphasizes direct and indirect *community service,* or social engineering through the avenues of community leaders, county superintendents of public welfare, local and district conferences, and community planning for leaders, for industrial managers and others. The *fourth* aspect emphasizes *social research,* scientific inquiry, and *publication* of results estimated to be of value to the State, the University, and to the general field of public welfare and social progress. A *fifth* general purpose, kept constantly in the foreground provides that the School maintain close and cordial coöperation with the State Department of Public Welfare, with other State departments of public service, with other departments and schools of the University, and with local and national voluntary agencies, and especially with social agencies."

In 1932-1933 the School of Public Welfare was expanded into the School of Public Administration. The program attempted by the expanded school is set forth in the following quotation from an earlier catalogue:

"The School of Public Administration has been established with three major objectives in view. One is to take its place alongside other efforts of the University of North Carolina to make higher education effective and dynamic in coming to grips with modern realities and with growing complex economic and social situations with which the citizen and educator are faced. The second purpose is to offer professional training to students in the art and science of government, public service, social problems, and social work, thus assuring practical applications to problems of government based upon adequate knowledge and sound theory. A third purpose is found in its efforts for study and research, to the end that it may provide adequate knowledge and facts for the upraising of standards and for those who need them in the performance of their administrative duties. Its curriculum seeks to contribute something to the reorganization and revivifying of higher and professional education in the State and the region, at the same time that it affords technical training for specialists preparing for public service and for those officials and workers who are already in the field.

The School of Public Administration is an extension and enlargement of the School of Public Welfare, which was established at the University of North Carolina in 1920, the main objective of which was the training of public welfare officials and social workers. Ten years of work of this School showed clearly that there is not only a still larger need today for the sort of training which the School of Public Welfare has offered, but an insistent and growing demand for training in the larger fields of government and public administration as these are being called upon for greater service and more technical equipment to cope with modern situations. Consequently, in 1931, President Graham urged the establishment of a new School of Public Administration in which the work in Public Welfare and Social Work would be continued with still higher standards as an important division."

With the growth of interest in certain phases of public service and with the shifting of emphases growing out of certain changes incident to the reorganization of the University and to the enactment of the federal social security legislation, it has been considered wise to reallocate certain of the functions of the School of Public Administration to other schools and departments of the University. The Division of Public Welfare and Social Work of the School of Public Administration, therefore, becomes the Division of Public Welfare and Social Work of the Graduate School.

At the same time expediency makes it desirable that there shall be a somewhat more marked line of division between Social Work and Sociology. While attempting to clarify this desirable distinction, the Division reaffirms its adherence to the basic philosophy of social work as stated in the catalogue of 1924-1925. It offers technical training in social work and in public welfare administration based upon a knowledge of the social sciences.

This school was the first to place primary emphasis on public welfare. While attempting to give the student the basic knowledge and techniques which will fit him for either public or private social work, the school believes that public welfare is as legitimate a function of government as public education or public health and that tax-supported social work may be just as efficient as tax-supported schools or a tax-supported health program, and, therefore, continues to give prominence to training for public service.

The University, of whose Graduate School the social work curriculum is a division, is a member of the Association of American Universities. The Division of Public Welfare and

Social Work is a member of the American Association of Schools of Social Work.

TEACHER TRAINING

The indications are that in the immediate future there will be a greatly increased demand for teachers in the field of public welfare in the universities and colleges of the country. Its position as a pioneer in the field of public welfare; the excellence of its Department of Sociology supported by strong departments in the other social sciences; its position in the field of social research; its leadership in social planning; the presence in its faculty of a group of instructors who have had broad experience in the practical field of public welfare; and its standards of sound scholarship, give the University of North Carolina distinct advantages as a place of study for students preparing to enter this section of the teaching field.

RECREATION

The past decade has witnessed rapid growth toward the demand for trained recreational leadership. Many social and economic processes—shortening of hours of work; high specialization; general monotony of work in certain fields of interest; chores of children eliminated—have brought to our citizenship added leisure time. The Federal Government has entered the field, and through certain agencies is promoting recreational programs. State governments are increasingly becoming more alert to the responsibility. Communities are adding permanent recreational programs. There is a growing demand for college trained men and women to enter the field of leadership in recreation. The Division of Public Welfare and Social Work offers an opportunity for courses in the field and a number of related schools and departments enrich this opportunity. Departments in which such additional courses are offered include Dramatics, Music, Physical Education, Public Health, Psychology, and Zoölogy.

MARRIAGE AND THE FAMILY

The recent rapid development of various undertakings and techniques designed to conserve marriage and the family and to help individuals dealing with personal problems of marital and family relationships through clinic, educational, and advisory services has created a demand for a specially prepared social worker. The objects of the curriculum offered by the Division of Public Welfare and Social Work are to provide an opportunity for graduate students to train in the field of marriage and the family, and to

offer preparation in the teaching of courses on the family and marriage in high school and college, in marriage consultation service, and in marriage and family case work.

The course is open only to college graduates and its completion requires four quarters.

INSTITUTES

Marriage and the Family

Once a year an institute is held, under the direction of Professor Ernest R. Groves, on the teaching of marriage and family courses, with a program of information-giving addresses by specialists in the field and in related sciences such as medicine, law, psychology, psychiatry, and dietetics, and round-table gatherings for discussion of problems of technique. This institute is open to the general public and brings together specialists and workers from a wide area of interests and experience.

Public Welfare

Every summer the Division of Public Welfare and Social Work in coöperation with the State Board of Charities and Public Welfare holds an institute for county superintendents of public welfare and social workers. These institutes, which in recent years have taken the form of conferences on important topics of public welfare, bring together the social workers of the state and specialists from without the state.

Parents and Teachers

Under the leadership of Professor Harold Meyer in cooperation with the University Extension Division and the State Congress of Parents and Teachers, an annual Parent Teacher Institute is held within the summer session. This is an institute for training in leadership. The time duration is generally a week or ten days.

Boy Scouts

The "Boy Scouts of America" requires of its executives work for professional advancement. The Boy Scout executives of North Carolina come to the University twice each scholastic year for seminar study. Fifty hours of work are completed. The classroom and lecture work is done by members of the University faculty in coöperation with the Boy Scouts of America and under the leadership of the Bureau of Recreation. The University also sponsors frequent Boy Scout gatherings.

THE LIBRARY

General Library. The general library contains over 360,000 volumes, constituting one of the largest collections in the South. It has been built up with great care, the purpose being to make of it an effective working library, a laboratory for the use of students in those departments in which research must be carried on mainly by means of books, as well as an instrument contributing to general culture. The collection increases at the rate of from 15,000 to 20,000 volumes a year, through gift and purchase. Notable among the special collections is that of North Caroliniana, which contains several thousand volumes and constitutes the most complete library of North Carolina history and literature in existence.

A grant from the General Education Board in 1931 has enabled the Library to acquire a valuable bibliographical collection. Many catalogues of notable libraries, national bibliographies, periodical indexes, subject bibliographies, and monumental sets of source materials were added to the Library's already extensive holdings in this field.

A further grant in 1936 provides for intensive development of research materials in the biological sciences, physics, chemistry, social sciences, and English literature.

The University Library receives about 3,950 periodicals annually. The learned journals which record contemporary research in all the great fields of investigation, such as the sciences, history, economics, philosophy, sociology, classical and modern foreign languages and literatures, and English philology, folklore, and literature, are available. The Library is a member of important philological, bibliographical, and scientific associations, and receives their publications regularly. Bound volumes of most periodicals of permanent worth are available from the beginning of their publication, constituting a working collection of great value to advanced students. The Library also receives the publications of such organizations as the Smithsonian and Carnegie institutions, the Rockefeller Foundation, and the Russell Sage Foundation, and of many universities, including foreign universities, which issue monographs of advanced research. It enjoys the privilege, through an inter-library loan arrangement, of borrowing from other libraries, for the use of graduate students, publications which it does not possess. Through exchange of card catalogues and a daily delivery service, the resources of the Duke University Library are readily available. The Library is the regional depository of the catalogue cards issued by the

Library of Congress, and is a depository for United States government documents.

Graduate students are given, on application, cards of admission to the bookstacks so that they may have immediate access to the stores of the library.

JOURNALS OF RESEARCH

Five journals devoted to research in different fields of learning are maintained by the University. In three of these the student in the field of public welfare and social work will be interested. These are the *James Sprunt Historical Studies*, *The North Carolina Law Review,* and *Social Forces.*

The University News Letter, now in its twenty-fifth year, is devoted to research studies dealing mainly with economic, social, and civic affairs in North Carolina.

THE UNIVERSITY PRESS

In addition to the journals of research, The University of North Carolina Press publishes books and monographs of research, as well as textbooks and general literature. The major purpose of the Press is to give the University standing in the field of publishing commensurate with its standing in the field of teaching and investigation. It also provides, through books as well as through the scholarly journals, for the publication of the results of investigations carried on by members of the faculty and advanced students. But it is by no means limited, in accepting manuscripts, to work submitted by members of the University group. Books of distinction by scholars connected with other institutions may be published by it; thus the Press is a valuable aid in the development of that aspect of the University's service which has to do with the advancement of learning.

The Press has published many important books relative to public welfare and social work and is considered as having a special interest in this field.

RESEARCH

The University, through the Division of Public Welfare and Social Work, the Department of Sociology with its interest in state and regional planning, the Department of Rural Social-Economics, and the Institute for Research in Social Science with the participating departments of social science, offers unusual opportunities for research in public welfare and social work, especially in rural social work problems.

CASE WORK AND FIELD WORK

In the belief that case work skills and knowledge are obtained by the student in part through the actual performance of case work practice, the department is coordinating the practice and theory courses in case work. Furthermore, in order to prepare students for effective and constructive case work practice, it is necessary to have as realistic experience as possible. This is especially true in case work practice in rural areas because case work is performed in a milieu where the contacts of the case worker are essentially primary. Many of the forces and strengths that make social work agencies possible are felt and met immediately by the case worker in rural areas to a much greater degree than in urban case work practice. The difference between urban and rural case work practice, however, is relative, not intrinsic. This difference makes it possible for the student to get a more total view of case work and this very totality makes sound field work practice both exceedingly difficult as well as vitally constructive for all social case workers.

For many years through the cooperation of the State Board of Charities and Public Welfare and the Orange County Department of Public Welfare, field work has been available in Orange County, in which the University is located. Due to increased enrollment and the necessity for enlarged field work facilities, additional departments of public welfare and private agencies have offered field work practice to students. Field work practice within the year 1938-1939 has been available in the following agencies:

1. Duke Hospital, Durham
2. Durham County Department of Public Welfare
3. Family Service Association, Durham
4. Family Service Society, Raleigh
5. Forsyth County Department of Public Welfare
6. Guilford County Department of Public Welfare
7. Orange County Department of Public Welfare
8. Special Child Welfare Area of Orange, Durham, and Chatham Counties
9. Wake County Department of Public Welfare

THE UNIVERSITY YEAR

Four terms, or quarters, of approximately eleven weeks each constitute the University year. In all of these quarters graduate courses in social work are offered. New students should register at the beginning of the fall or spring quarter.

ADMISSION

Application for admission should be made two months before the beginning of the quarter to which the applicant seeks admission. It is especially important that application for admission to field work courses be made at least two months in advance of the beginning of the course. Application blanks will be furnished on request.

Holders of the bachelor's or master's degree from approved colleges and universities are admitted to the Graduate School upon presentation of official credentials and without examination. If the institution from which the candidate comes is a member of the Association of American Universities or is recognized on the approved list issued by that Association, no special conditions are imposed, except that the undergraduate record must show the creditable completion of an amount of work in the special field in which the student proposes to continue his work sufficient to constitute an undergraduate major. In case of insufficient preparation, or of transfer to a different department, certain prerequisite courses will be prescribed which do not carry graduate credit.

Students holding degrees from institutions not included in the membership of the Association of American Universities or on its accredited list may be admitted, provisionally, as special students. Such students may qualify as candidates for higher degrees, with the approval of the department and the administrative board, on the satisfactory completion of whatever prerequisite or additional work may be assigned, and after demonstrating, through records in graduate courses taken in one or more quarters of residence in the Graduate School, that they are qualified to do advanced work.

The work offered in the Division of Public Welfare and Social Work leads to the degree of Master of Science in Social Work. Before a student may be admitted to candidacy for the degree he must have completed the work for the bachelor's degree in a college or university of recognized standing with a major in economics, political science, psychology, or sociology. In all cases he should have had the basic introductory courses in economics, psychology, and sociology. The student deficient in these requirements may be admitted to courses in the discretion of the Division, but must remove the deficiencies before he may be admitted to candidacy for a degree.

Credit for graduate work to be applied in satisfaction of the requirements for the degree of Master of Science in Social Work not to exceed two full courses, acceptable for transfer for the de-

gree of Master of Arts, from institutions recognized by the Association of American Universities, and not to exceed four additional full courses in technical social work, from institutions which are members of the American Association of Schools of Social Work, or not to exceed six full courses in technical social work from such accredited institutions, may be transferred to the Division of Public Welfare and Social Work of the Graduate School of the University of North Carolina. Such transfer must be recommended by the head of the Department of Social Work and is subject to the approval of the administrative board of the Division. It should be understood that the granting of this maximum transfer of credits does not reduce the minimum required residence period of four full quarters or their equivalent.

Formal application for admission to candidacy for an advanced degree is required. For the degree of Master of Science in Social Work such application may not be filed earlier than the first week of the second quarter of residence. Such application must be made and a general plan of work for the completion of the requirement for the degree approved not later than the second week of the third quarter of advancement toward the degree, except that the transfer student must make the application and submit the plan for continued study, with the approval of the Department of Social Work, at least three quarters before the degree is conferred. Approval of the application is dependent on the previous work of the student as shown by his undergraduate record; on the record made in the Graduate School prior to the time when the application is filed; on the certification, by the major department, that the student is qualified to continue advanced work, with a program of work prepared in satisfaction of the requirements for the degree; on the presentation of certificates of proficiency in the foreign languages required for the degree; and on the removal of any special conditions imposed by the department or by the Administrative Board.

It should be noted that this distinction between admission to the Graduate School and admission to candidacy for a degree does not necessarily involve any extension of the time required for the degree. Properly qualified students will register at once, with the approval of the departments interested, for such advanced courses as they wish to take, and all advanced courses according to the rules for graduate work will be credited toward the degree.

THE DEGREE OF MASTER OF SCIENCE IN SOCIAL WORK

The work offered by the Division of Public Welfare and Social Work leads to the degree of Master of Science in Social Work.

For this degree six quarters are required. At least nine courses must be chosen from those approved by the Graduate School for the degree of Master of Arts. The selection of these courses must conform to the general rules of the Graduate School as to major and minor grouping. The same principle shall be applied, in so far as practicable, to the selection of other courses. The degree will be granted to no one who has not completed satisfactorily a minimum of two full courses of supervised field work in social case work.

On the recommendation of the faculty of the Department of Social Work the requirement of a reading knowledge of a foreign language may be waived in the case of a candidate for the degree of Master of Science in Social Work.

For more complete information concerning regulations affecting graduate students the student is referred to the Graduate Catalogue.

SCHOLARSHIPS

Several University scholarships, available to both men and women, are open to candidates in any department represented in the Graduate School.

LOAN FUNDS

Each year the Chapel Hill Branch of the American Association of University Women makes available for the use of women graduate students a loan fund of $100. Applications for this fund should be made to the Chapel Hill Branch of the A.A.U.W. Besides this special loan fund, the general loan funds, announced in the University catalogue, are open to graduate students. Applications, approved by the Dean of the Graduate School, should be made to the officer in charge of student loans.

The North Carolina Rural Rehabilitation Corporation has set apart from its reserve funds $25,000 as a loan fund for social work students. Application should be made through the Division of Public Welfare and Social Work of the University.

FEES AND EXPENSES

The tuition in the Graduate School is $25.00 each quarter. Each student not a *bona fide* resident of North Carolina must pay in addition a differential fee of $33.34 for each quarter of residence. Additional incidental fees, not including laboratory fees, amount to approximately $33.00 a quarter.

ROOM AND BOARD

The Smith Dormitory has been entirely remodeled and provides living quarters and club rooms for fifty-one men graduate stu-

dents. A dining room is operated in connection with it. The arrangement pertaining to this building is thought of as distinctive. A self-governing and responsible student organization is in control of the management. The opportunity for friendly association is provided. The facilities of the lounge and dining rooms are also available for the social activities of other graduate students. Club and committee meetings and conferences may be held there. Requests for room reservations for the Smith Dormitory should be addressed to Mr. T. H. Evans, Cashier, accompanied by a $6.00 reservation fee. The amount of room rent for the academic year is $90.00 for each person in a double room and $135.00 for a single room. Room rent is payable as follows: $6.00 reservation fee, one-half the balance by September 1st, and the remainder by February 1st.

For dormitory accommodations for women please consult the Handbook for Women Students or correspond with Mrs. M. H. Stacy, Adviser to Women.

In the dining room operated in Smith Dormitory board averages $25.00-$27.00 a month.

Rooms are also available in town. Board in town costs from $20.00 to $30.00 a month.

GENERAL REGULATIONS

The following regulations of the graduate faculty should be observed:

1. Graduate students are subject to the same rules regarding faithfulness in performance of assigned tasks and regarding examinations and credit as students in other departments of the University. But graduate work presupposes a greater amount of time for research in the library or the laboratory; and the student, being more mature, is thrown more upon his own responsibility. For these reasons excessive registration is not permitted. The whole idea of graduate work is comprised in a more intense specialization and therefore more complete investigation than is necessary or wise in undergraduate instruction. The administrative board will not count for credit toward a higher degree work done by students who, in the same session, are doing work toward a higher degree in any other graduate or professional school.

2. Grades for each course completed are reported to the Dean and to the Central Office of Records. These grades are as follows:

Passed, which represents satisfactory work.

Failed, which represents work which is unsatisfactory for graduate credit.

No work falling below the standard represented by the grade of *Passed* is counted for graduate credit. No grade, on a mathematical basis, below 80 will be credited. If, in the judgment of the administrative board, the quality of the work done by any student falls below the standard expected of graduate students, the registration of such a student will be canceled.

3. The unit of work is the course, by which is meant, as a rule, a class meeting five times a week. Half-courses also are offered. In some courses open only to graduate students, such as the seminars and other research courses, the formal class exercises are modified. But all such work is credited in terms of courses and half-courses.

Not more than three courses, or fifteen hours of class attendance, will be permitted. Students of more than one year's standing, candidates for the doctor's degree, are permitted greater latitude with reference to courses for which formal registration is required. Such considerations as the amount of time devoted to research, to work on the doctoral dissertation, and the like, weigh in the estimate of what constitutes full work. But in all such cases detailed reports by the department are required before residence credit is given.

Only work announced as open for graduate credit in this bulletin or the bulletin of the Summer Session may be counted toward the higher degrees.

Work done *in absentia* will not be counted for graduate credit, except that in certain cases approved by the department and by the Administrative Board, part of the work on the thesis for a higher degree may be done elsewhere, and except, further, that part of the work required for the degree of Doctor of Philosophy may, on recommendation of the major department and with the approval of the administrative board be done at another university. But all such work, even when credited, is subject to examination at the finals required for the degree.

4. Work taken more than six years before the date at which the master's degree is expected may not be used to count for credit toward that degree.

5. Each graduate student works under the direction of a special committee established in the manner hereinafter described. The program and plan of study proposed by each graduate student must be approved by the chairman and by the Dean.

The effort is made to arouse in the mind of the student a feeling that graduate work is not a matter solely of attendance on classes and passing examinations on courses. He must see his work as a whole and in its relations to a department of learning,

not as a set of isolated units. In the more intimate personal relations to the advisory committee, too, he finds values impossible in the undergraduate course. He is a member of a small group; instruction is more nearly personal; he becomes acquainted with the method as well as with the content of learning.

COURSES OF INSTRUCTION

Only those members of the various departmental staffs, other than the Department of Social Work, who are concerned in graduate instruction in courses which may be accredited toward the degree of Master of Science in Social Work are included in the following statements.

DEPARTMENT OF SOCIAL WORK

Professors: Roy Melton Brown, Harry Wolven Crane, Ernest Rutherford Groves, Harold Diedrich Meyer, Howard Washington Odum, *Wiley Britton Sanders.
Associate Professors: Isabelle Kirkland Carter, Katharine Jocher, Margaret Jarman Hagood.
Assistant Professor: George Harold Lawrence.
Acting Assistant Professor: Elma Hope Ashton.
Lecturer: William Perry Richardson.

Instructors: **Ruth Evelyn Dodd. Emeth Tuttle Cochran.

160. INTRODUCTION TO SOCIAL WORK (5).

Essentially a pre-professional course for social work students, giving a bird's-eye view of the whole field of social work, with a brief discussion of its history, nature, purpose, scope, and present trends. Primary emphasis is placed upon methods of treatment of the socially maladjusted, such as the aged poor, the physically handicapped, those suffering from mental disease or deficiency, the delinquent, and the criminal. Special clinics and institutional visits are arranged to supplement classroom work. *Five hours a week, fall or spring or summer quarter.* Professor Sanders.

161. (Sociology 161) THE FAMILY (5).

The history, purpose, and problems of the family with especial attention to social conditions influencing family life and to efforts for family conservation. Open to men and women. *Five hours a week, winter quarter.* Dr. Klaiss.

168. (Sociology 168) THE COMMUNITY (5).

1. A descriptive, analytic, and comparative study of urban structure and growth, with primary emphasis upon social planning in connection with such problems and programs as housing, delinquency areas, slum clearance, and recreation. 2. The community and social work; community organization, its origins, development, problems, and prospects. Large use will be made of recent literature in this field. *Five hours a week, winter quarter.* Professor Brooks.

173. (Sociology 173) PLAY AND RECREATION (5).

The theories of play, play activities, attitudes, history of the play movement, play leadership, programs, values, sex and age differences, classification of movements, application to community life. *Five hours a week, winter quarter.* Professor Meyer.

174. GROUP WORK. (2½).

An introduction to the principles, philosophy, methods, and agencies of group work. Group work as an approach and method in social work. The application of group work skills to various types of groups with special emphasis on program development. The course will be focused, to a large extent, on the southern

* Absent on Kenan leave, fall quarter, 1938.
** Absent on leave, fall and winter quarters, 1938-1939.

region and rural life. *Two and one-half hours a week, winter or spring quarter.* Professor Meyer.

191. (SOCIOLOGY 191) SOCIAL STATISTICS (5).

An introductory course in social statistics. Statistical analysis; sources, interpretation, and presentation of social data. *Five hours a week, fall quarter.* Professor Hagood.

198. DIAGNOSIS OF JUVENILE DELINQUENCY (5).

After a brief historical background this course traces the development of case study and diagnosis of juvenile delinquency through various approaches including the environmental, biological, psychological, psychiatric, sociological, anthropological, psychoanalytic, and the bio-chemical. Considerable attention is devoted to current methodology in this field in an attempt to evaluate major causative factors in delinquency. *Five hours a week, fall or spring or summer quarter.* Professor Sanders.

201. COMMUNITY ORGANIZATION (5).

A consideration of community organization, especially as it relates to present day public welfare practice, including a review of sociological factors in community development. Also the study of present practices with emphasis upon applicability to rural and small town areas. *Five hours a week, fall or spring quarter.* Professor Lawrence.

209. BACKGROUND AND PHILOSOPHY OF SOCIAL CASE WORK (5).

A discussion of social case work, generic and specific; its meaning and development, scope, changing concepts; application to the different fields of social work. *Five hours a week, fall or spring quarter.* Professor Carter.

210. SOCIAL CASE WORK (2½). Prerequisite, Social Work 160, Social Work 209—or at the discretion of the Director of the Division. Co-requisite, 215.

The process of case work; scope and limitations in the relationship between agency, caseworker, and the individuals and families they serve; discussion of case material provided by instructor and from the students' own experience. *Two and one-half hours a week, winter or summer quarters.* Professor Carter.

211. SOCIAL CASE WORK (2½). Prerequisite, Social Work 210; co-requisite, a case work practice course and Social Work 281.

A continuation of course 210. *Two and one-half hours a week, fall or spring or summer quarter.* Professor Carter.

212. ADVANCED SOCIAL CASE WORK (2½ or 5). Prerequisite, Social Work 209, 210, and 211, or their equivalent in the discretion of the instructor; co-requisite, a case work practice course.

A discussion course with intensive study and analysis of case work problems arising in the professional experience of members of the class. This is a course for students in their second year of social work study and for social case workers in agencies who wish to continue their study of case work. *Two and one-half or five hours a week, winter or summer quarter.* Professor Carter.

214. RESOURCES FOR TREATMENT IN CASE WORK (5). Prerequisite, Social Work 160,209.

Discussion of resources for treatment in case work, with especial emphasis upon public welfare activities in rural and small town areas; includes the study of special facilities for treatment of various types of cases, the social legislation involved, and actual working procedure. *Five hours a week, winter or spring quarter.* Professor Lawrence.

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* For 215, 216, 217, 218, the student should have an automobile available. Field work in rural areas or with the Child Welfare Services cannot be undertaken without a car.

215. *CASE WORK PRACTICE I (5). Corequisite, Social Work 210.

Field work with cases, conferences, office work. A minimum of fifteen hours work a week. *Credit five hours a week, winter or summer quarter. Special fee, $10.00.* Professor Lawrence; Miss Dodd.

216. CASE WORK PRACTICE II (5). Prerequisite, Social Work 215.

A continuation of 215. A minimum of fifteen hours work a week. *Credit five hours a week, fall, spring, or summer quarter. Special fee, $10.00.* Professor Lawrence; Miss Dodd.

217. CASE WORK PRACTICE III (5). Prerequisite, Social Work 215.

The aim in this course is to give the student supervised work under conditions which approximate those in a well-ordered but not elaborate public social agency. A minimum of fifteen hours work a week. *Credit five hours a week, every quarter. Special fee, $10.00.* Professor Lawrence; Miss Dodd.

218. CASE WORK PRACTICE IV (5). Prerequisite, Social Work 215.

This course attempts to give the student additional supervised experience in one or more phases of social work as best meets his needs. Fifteen hours work a week. *Credit five hours a week, every quarter. Special fee, $10.00.* Professor Lawrence; Miss Dodd.

230. PROBATION (2½).

A study of probation as a method of treatment for adult delinquents. *Two and one-half hours a week, fall or winter or summer quarter.* Professor Brown.

231. PAROLE (2½).

Parole in the treatment of adult offenders against the law. *Two and one-half hours a week, winter or spring quarter.* Professor Brown.

244. MENTAL HYGIENE (5).

A course primarily for students who are working toward a degree in social work. Particular emphasis will be given to the place of the social worker in mental hygiene; feeble-mindedness, psychoses, and minor mental aberrations in relation to social work; and ways in which a social worker may be a factor in mental hygiene. *Five hours a week, fall or spring quarter.* Professor Crane.

252. (SOCIOLOGY 208) METHODS IN SOCIAL RESEARCH (5).

Outlines of social research including the spirit of scientific research, social research, and the new alignment of the social sciences; the historical approach to the social sciences; the qualifications of the social research specialist; the divisions and general methods of social science; types of method and approach; the application of research techniques; preparation of manuscript and publication; examples of social research; and bibliographies. *Five hours a week, full qaarter.* Professors Odum, Jocher.

253. (SOCIOLOGY 253) SOCIAL STATISTICS (5).

This is a seminal course on the application of statistical method to social phenomena. Required of all candidates for graduate degrees. *Five hours a week, winter quarter.* Professor Hagood.

262. PUBLIC WELFARE ADMINISTRATION (5).

1. The organization of Public Welfare in the United States. 2. Detailed study of the North Carolina Plan. *Five hours a week, fall or winter and summer quarters.* Professor Brown.

263. PUBLIC ASSISTANCE (5)

A study of public relief to the poor and other handicapped groups, including those affected by the National Social Security Act. *Five hours a week, winter quarter.* Professor Brown.

265. HISTORICAL BACKGROUND OF SOCIAL WORK (5).

This course traces the development of programs for the relief of the poor and the repression of vagrancy, the origin of the prison system and reforms in the criminal law; the training of dependent children; medical care for the indigent sick, etc. *Five hours a week, winter or spring quarter.* Professor Sanders.

268. SOCIAL LAWS (5).

The development of social laws pertaining to important social problems. Special attention to social laws of North Carolina. *Five hours a week, spring quarter.* Professor Brown.

269. SOCIAL WORK ADMINISTRATION (5).

An analysis of the administration of social agencies, both public and private. Emphasis is placed upon recent trends and developments in this field with special emphasis upon the growing importance of office organization and management, including personnel, improved techniques and procedures, and the preparation and keeping of records. The administration of agencies in rural areas and in small towns is given special attention. *Five hours a week, spring or summer quarter.* Professor Jocher.

270. MARRIAGE (5).

A demonstration course in teaching marriage to college men and women, with occasional conferences for discussion of the problems that arise in the presentation of material to the class. *Five hours a week, spring quarter.* Professor Groves.

271. THE FAMILY (5).

A demonstration course in the teaching of the family, including conferences from time to time with the students electing the work in the field of marriage and the family. *Five hours a week, winter or summer quarter.* Professor Groves.

280. MEDICAL INFORMATION I (2½). Co-requisite Social Work 210.

A clinical approach to venereal diseases, tuberculosis, and other important general and degenerative diseases, together with the hygiene of pregnancy and infancy, with special emphasis on the relation of these conditions to social problems. *Two and one-half hours a week, winter quarter.* Dr. Richardson and special lecturers.

281. MEDICAL INFORMATION II (2½). Co-requisite Social Work 211.

A survey of public health organization and practices, and of the medical institutions and facilities with which the social worker comes in contact. *Two and one-half hours a week, spring quarter.* Dr. Richardson.

298. TREATMENT OF JUVENILE DELINQUENCY (5). Prerequisite, Social Work 198.

The origin of the juvenile court, its organization and legal relationship to other courts; methods of procedure; disposition of cases including probation, foster home placement, institutional care and parole; results of treatment; preventive programs. Method of selection of juvenile court officials, their qualifications and training. Field trips to juvenile courts, detention homes, and training schools. *Five hours a week, winter quarter.* Professor Sanders.

299. PUBLIC CARE OF CHILDREN (5).

Methods and techniques of treatment by public social agencies of dependent and neglected children, defective children, those in employment, etc. Public responsibility for the welfare of children in general from standpoint of education, health, maintenance. State systems of child welfare. *Five hours a week, winter or spring or summer quarter.* Professor Sanders.

320. SEMINAR ON SUPERVISION IN SOCIAL WORK (2½ or 5). Prerequisite, Social Work 209, 120, 262, 299, and two courses in case work practice *or* one year's experience in a supervisory capacity in social work.

The field of supervision; scope and limitation of the supervisory process; distinguishing characteristics in different areas of social work; basic philosophy and approach to the supervisory situation. *Five hours a week, fall or winter quarter.* Professor Carter.

327, 328, 329. GRADUATE RESEARCH SEMINARS (5 each).

Research in selected topics in the field of Social Planning and Public Welfare. *Five hours a week, fall, winter, and spring quarters.*. Professor Odum.

331. THE FAMILY AND MARRIAGE (5). Seminar.

A survey of the organization and techniques that have developed to meet present needs of the family and marriage. *Five hours a week, fall quarter.* Professor Groves.

332, 333. GRADUATE RESEARCH SEMINARS (5 each).

Research in selected topics in the field of the Family. *Five hours a week, winter and spring quarters.* Professor Groves.

341. SEMINAR (5).

Individual research in a special field under the direction of a member of the department.

362, 363, 364. GRADUATE RESEARCH SEMINARS (5 each).

Research in selected topics in the following fields: Public Welfare Administration; The Causes, Prevention, and Treatment of Poverty. *Five hours a week, fall, winter, and spring quarters.* Professor Brown.

392, 393, 394. GRADUATE RESEARCH SEMINARS (5 each).

Research in selected topics in the field of Child Welfare. *Five hours a week, fall, winter, and spring quarters.* Professor Sanders.

DEPARTMENT OF ECONOMICS AND COMMERCE

Professors: DUDLEY DEWITT CARROLL, CLARENCE HEER, RICHARD J. M. HOBBS, CORYDON PERRY SPRUILL, JR., HERBERT VONBECKERATH, HARRY DEMERLE WOLF.
Associate Professors: MILTON SIDNEY HEATH, MALCOLM DEAN TAYLOR.

131. ECONOMIC THEORY (5). Prerequisite, Economics 21-22-23 or equivalent.

The primary purpose of this course is the development of greater facility upon the part of the student in the use of economic theory as a tool in the solution of economic and business problems. Supplementary thereto, the assumptions and limitations of economic theory are analyzed. Specific problems are employed to test the utility of theory as a framework of thought for their solution. *Five hours a week, every quarter.* Professor Spruill.

141. PUBLIC FINANCE (5). Prerequisite, Economics 21-22-23 or equivalent.

A general study of government business covering the principles involved in public revenues and expenditures—local, state, and national; a treatment of the just distribution of public charges and their incidence; and a study of the growth and organization of modern tax systems. *Five hours a week, fall quarter.* Professor Heer.

142. PROBLEMS IN FEDERAL FINANCE (5). Prerequisite, Economics 141.

An advanced critical study of the problems of American national finance with particular reference to federal taxes and federal tax procedure. *Five hours a week, winter quarter.* Professor Heer.

143. PROBLEMS IN STATE AND LOCAL FINANCE (5). Prerequisite, Economics 141.

Selected problems relating to the financing of state and local functions. *Five hours a week, spring quarter.* Professor Heer.

145-146. PROBLEMS OF MODERN INDUSTRIALISM (5). Prerequisite, Economics 21-22-23 or equivalent.

This course first surveys technological efficiency and market organization as limiting factors in the determination by industrial management of the rational requirements of plant organization. External political and social forces are then introduced into the complex to show modern industrialism as a phase of mature capitalism. Against this background of modern capitalism, the issues and trends of public policy with respect to economic organization in America and Europe are compared and appraised. *Five hours a week, fall and winter quarters.* Professor vonBeckerath.

191. AN INTRODUCTION TO THE LABOR PROBLEM (5). Prerequisite, Economics 21-22-23 or equivalent.

To the extent that the competitive wage system fails (a) to provide for the laborer an adequate basis for a decent living and (b) to draw from him the services he ought to render to industry, there appears to be a "labor problem." The purpose of this course is to make an analytic survey of the modern labor problem in its major aspects, such as unemployment, low wages, industrial accidents and diseases, overstrain and superannuation, and the status of the worker in industrial society. Trade unionism and the labor movement and intervention by the State in behalf of the worker and social methods of coping with the problems of labor are also surveyed. *Five hours a week, fall or winter quarter.* Professor Wolf.

192. LABOR AND SOCIAL CONTROL (5). Prerequisite, Economics 191.

An advanced course in social methods of coping with labor problems. These fall roughly into three classes: (a) self-help on the part of the workers, which embraces trade unionism, labor political activity, and consumers' cooperation; (b) employers' policies, such as welfare work and paternalism, profit-sharing, and company unionism; and (c) intervention by public authority, as through labor legislation, conciliation and arbitration, and judicial limitation of private property rights. In so far as possible the various topics will be studied in terms of the Southern labor situation. *Five hours a week, spring quarter.* Professor Wolf.

195. THEORIES OF ECONOMIC REFORM (5). Prerequisite, Economics 21-22-23 or equivalent.

A critical analysis of the leading proposals for reform in the present economic system, including Socialism, Bolshevism, Single Tax, and Social Insurance. *Five hours a week, every quarter.* Professor Carroll.

197. GOVERNMENT AND BUSINESS (5). Prerequisite, Economics 21-22-23 or equivalent.

This course deals with the control exercised by government over business operations. Emphasis is placed on legal control. Attention in some details given to trade regulations, public utilities, and the operation of the federal anti-trust laws. The course includes a study of the control of business by the states under their police powers and by the federal government under the interstate commerce and taxing provisions of the federal constitution. Governmental participation in business is treated to a limited extent as is attitude of government toward labor. The emergency legislation of 1933 and the extensive governmental activities thereunder are studied. *Five hours a week, spring quarter.* Professor Hobbs.

224. THE ECONOMICS OF MARKETING (5). Prerequisite, Economics 124 or equivalent.

This course will develop the economic principles underlying marketing and show the inter-relations of the various marketing activities. Selected topics, such as the following, will be discussed critically: the government and marketing, the economics of chain store distribution, agricultural cooperation, the retailer and consumer cooperative movements, marketing research studies, scientific marketing management, resale price maintenance, the costs of distribution, and waste and inefficiency in marketing. The topics considered will vary from year to year depending on the interests of the class. *Five hours a week, spring quarter.* Professor Taylor.

241. HISTORY OF FISCAL DOCTRINES (5). Prerequisite, Economics 141.

Theories of distributive justice in taxation; the incidence and economic effects of taxation; and the use of taxation as an instrument of social control. A review of the ideas of representative writers from the eighteenth century to the present time. *Five hours a week, spring quarter.* Professor Heer.

258-259. THE CRISIS IN MODERN CAPITALISM (10). Prerequisite, Economics 21-22-23 or equivalent.

This course, on the basis of an analysis of the political, legal, and economic structure of modern capitalism, deals in a comparative fashion with the efforts of industrial countries to cope with the present crisis of the capitalistic system by way of constitutional, political, and economic reforms. *Five hours a week, winter and spring quarters.* Professor vonBeckerath.

291. LABOR ECONOMICS (5). Prerequisite, Economics 191 or equivalent.

An intensive and critical analysis of certain phases of labor problems, among them: current wage theory; the position of the laborer in modern society; wage differentials; the effects of machinery on wages, hours, and work opportunities; the problem of unemployment; the economics of collective bargaining. *Five hours a week, spring quarter.* Professor Wolf.

DEPARTMENT OF POLITICAL SCIENCE

Professors: WILLIAM WHATLEY PIERSON, EDWARD JAMES WOODHOUSE.
Associate Professors: WILLIAM SUMNER JENKINS, PAUL WOODFORD WAGER, JAMES WILLIAM FESLER.

101. PUBLIC ADMINISTRATION (5).

General problems and principles of public administration. Structural problems: the separation of powers, organization of administrative agencies, areal problems of administration. Personnel problems: recruitment, promotion, removal, classification, civil servant unions. Financial problems: budgeting, auditing, purchasing, taxing, borrowing. Administrative law: growth and significance of administrative legislation and adjudication. *Five hours a week, fall quarter.* Professor Fesler.

131. AMERICAN STATE GOVERNMENT (5).

A study in the principles, organization, and administrative methods of state government. In connection with the course will be a special study of the government of North Carolina. Lectures, readings, reports. *Five hours a week, fall or spring quarter.* Professor Jenkins.

132. AMERICAN MUNICIPAL GOVERNMENT (5).

An historical survey of the development of governmental structure, theory, and functions in American municipalities, and careful analysis of existing municipal conditions, with special attention to city and town government in North Carolina. Each student will make an intensive study of his own or of some other city or town. *Five hours a week, fall quarter.* Professor Woodhouse.

133. AMERICAN MUNICIPAL ADMINISTRATION (5).

Special study of the principles and problems of administration in American municipal corporations, of such functions as police, public education, charities and correction, local improvements, public health, finances, with emphasis on city and town administration in North Carolina. Each student will select and study exhaustively a municipal problem in one municipality. *Five hours a week, fall quarter.* Professor Woodhouse.

134. COUNTY GOVERNMENT AND ADMINISTRATION (Same as Rural Economics 134) (5).

A study of the forms of organization, the functions, and the operation of County Government in the United States and especially in North Carolina in their historical development, but with special emphasis on present conditions and tendencies and on possible improvements. Each student will be required to study, as extensively and as intensively as possible, the government and administration of one county, preferably his home county, and to put his results into essay form. Textbooks, lectures, readings. *Five hours a week, winter quarter.* Professor Wager.

151. THE ELEMENTS OF POLITICAL SCIENCE (5).

A general course in which a study is made of the principles of political science and of the important theories respecting the nature, origin, forms, and ends of the state and of government. An examination of the literature of the subject will be made, supplemented by students' reports on selected political theorists. Lectures, textbooks, readings. *Five hours a week, fall quarter.* Professor Pierson.

181. GOVERNMENTAL REORGANIZATION IN THE UNITED STATES SINCE 1929 (5).

The governmental problems faced by the New Deal, and the solutions attempted through the NRA, AAA, RFC, TVA, and similar agencies. Particular attention will be devoted to administrative aspects of the New Deal: conflicts of policy among the new agencies, growth of governmental corporations, recruiting of personnel, budgetary problems, and the increased delegation of legislative power to administrative agencies. *Five hours a week, spring quarter.* Professor Fesler.

DEPARTMENT OF PSYCHOLOGY

Professors: JOHN FREDERICK DASHIELL, HARRY WOLVEN CRANE, ENGLISH BAGBY.

126. CHILD DEVELOPMENT (5).

A survey of experimental and clinical contributions to the contemporary field of child development, including foetal, neonate, preschool, school, and adolescent ages. Experimental observations on children. *Four lecture and two laboratory hours a week, spring quarter. Laboratory fee, $1.50.* Professor Dashiell.

140. PSYCHOLOGY OF PERSONALITY (5).

This course is a consideration of certain of the factors upon which the quality of human adjustments depend. Emphasis is placed upon emotional reactions as primary sources of motivation and an attempt is made to indicate the most effective methods of training and of retaining the various types of emotional reactions. *Five hours a week, fall quarter.* Professor Bagby.

145. ABNORMAL PSYCHOLOGY: FEEBLE-MINDEDNESS (5).

Presentation of the psycho-neural aspects of feeble-mindedness in general, and of the various types, together with their importance in relation to the problems of education, dependency, and delinquency. There will be discussion and demonstration of the various clinical methods of determination and classification of feeble-mindedness. (1939-1940 and alternate years.) *Five hours a week, winter quarter. Laboratory fee, $1.00.* Professor Crane.

146. ABBNORMAL PSYCHOLOGY: PSYCHONEUROSES AND PSYCHOSES (5).

A study is made of the more important deviations from the normally reacting and experiencing human organism. Attention is given to the sensory, imaginal emotional, motor, etc., abnormalities and to the occurrence of these in the various phychoses. Brief surveys are given of the methods of clinical psychology and of psychotherapy. *Five hours a week, spring quarter. Laboratory fee, $1.00.* Professor Crane.

147. ABBNORMAL PSYCHOLOGY: METHODS OF MENTAL EXAMINATION (5).

A presentation of the various psychological methods used in the clinical study of individuals. This includes a study of the methods used in determination of the presence or absence of specialized defects as well as the determination of level of intelligence. Lectures, experiments, readings. *Four lecture and two laboratory hours a week, fall quarter. Laboratory fee, $3.00.* Professor Crane; Assistant.

190. CONTEMPORARY PSYCHOLOGICAL TENDENCIES (5).

A systematic survey of the more outstanding modern and contemporary movements in psychology. Historical survey, using Murphy's text and Rand's readings followed by readings in Titchener, James, Watson, Freud, Koler, Koffka, Spranger, and perhaps others. *Five hours a week, fall quarter.* Professor Dashiell.

208. SOCIAL PSYCHOLOGY (5).

The reading assignments of this course deal primarily with experimental techniques and findings. The lectures include a brief historical survey and an attempt to identify the psychological processes underlying familiar social phenomena. Members of the class are required to present reviews of outstanding texts. *Five hours a week, winter quarter.* Professor Bagby.

DEPARTMENT OF SOCIOLOGY

Professors: HOWARD WASHINGTON ODUM, HAROLD DIEDRICH MEYER, SAMUEL HUNTINGTON HOBBS, JR., HERBERT VONBECKERATH.
Research Professors: ERNEST RUTHERFORD GROVES, RUPERT BAYLESS VANCE.
Associate Professor: LEE MARSHALL BROOKS.
Research Associates, Institute for Research in Social Science: GUY BENTON JOHNSON, HARRIET LAURA HERRING, MARGARET JARMAN HAGOOD.
Assistant: DONALD KLAISS.

151. SOCIAL ANTHROPOLOGY (5).

A general course in social anthropology, but with some attention to physical anthropology and archaeology. The nature of culture; culture processes; the modern cultural environment; and social change. *Five hours a week, spring quarter.* Professor Johnson.

152. SOCIAL THEORY (5).

A survey of the range of contemporary social theory with preliminary consideration of its historical backgrounds. A study is made of contributions to theories of human ecology, regionalism, population, social differentiation, the social personality, mobility, human nature and culture, collective behavior, religion, art and the *mores*, the social processes, conflict, and social control. Leading theories are summarized, compared, and criticized. *Five hours a week, every quarter.* Professor Vance.

154. CONTEMPORARY SOCIETY (5).

The study of the cultural evolution of society from the viewpoint of the folk regional development—Folkways—Stateways—Geographic factors—Regions—States—The application to contemporary American society—Application to democracy—Social achievements—The teachings of sociology in relation to modern technology and change. *Five hours a week, fall quarter.* Professor Odum.

155. SOCIAL PROGRESS AND SOCIAL VALUES (5). Prerequisite, two or more courses in Sociology.

This course reviews the theories and philosophy of social progress, studies social trends and social change; attempts to set up objective measuring scales of change; attempts to appraise objectively aspects of material progress and of social progress and social regress. After brief consideration of social values it attempts to set up certain objectives and goals of social achievement as a framework upon which to measure and project human progress. *Five hours a week, winter quarter.* Professor Odum.

169. THE INDUSTRIAL COMMUNITY (5).

A study of the industrial community with special reference to types in the South; the coming of industry and the industrial community; analysis of the various types and comparison with non-industrial communities within and outside the South; special problems such as paternalism, community organization, social work, and economic and labor problems, as they affect the community. *Five hours a week, winter quarter.* Professor Herring.

181. REGIONAL SOCIOLOGY OF THE SOUTH (5).

An introductory study of southern regions, land and people, based upon *Southern Regions of the United States* and its *Manual.* Emphasis is given to facts, factors, and policies pertaining to geography and culture, resources and waste, social institutions and planning; and to the several methods of investigating regions in terms of social science. *Five hours a week, fall quarter.* Professor Brooks.

185. THE NEGRO (5).

A study of the American Negro, with particular reference to the South, the historical and cultural background of the Negro in Africa and in America; development since emancipation; bi-racial system; and problems of race relations. *Five hours a week, fall quarter.* Professor Johnson.

186. POPULATION (5).

A study of problems of quality and quantity of population including theories of population increase, and problems of race, immigration, and eugenics. *Five hours a week, fall quarter.* Professor Vance.

192. CRIME (5).

Criminology and penology; the study of historical and contemporary theory and practice. *Five hours a week, winter quarter.* Professor Brooks.

193. SOCIAL PATHOLOGY (5).

The content and method of this course provide for careful coordination with courses on crime, juvenile delinquency, and general social problems. Its emphasis therefore is on poverty and relief. Minor but intensive study will be given to such social ills as mental defect and disease, alcoholism, prostitution, and vagrancy. Emphasis is given to methods of treatment by private and public institutions and agencies. Class work is supplemented by field trips to county and state institutions. *Five hours a week, fall or spring quarter.* Professor Meyer.

209. REGIONAL PROBLEMS AND PLANNING (5).

An extended survey of the field of regional social problems in the Southern States classified and grouped under certain sociological categories and physical backgrounds, cultural patterns, processes of social change, social incidence, individual and social differentiation, institutions and leadership, social programs, social science, and social research. Theoretical and practical implications of regionalism in social planning. *Five hours a week, winter or summer quarter.* Professor Odum.

210. FOLK SOCIOLOGY (5).

This is an approach to a new general sociology, utilizing the folk regional society and regionalism as a study of natural societal evolution in contrast with

modern artificial society and technology. The chief objective is to seek contributions to sound social theory as it relates to the understanding of cultures and the direction of civilization. *Five hours a week, spring quarter.* Professor Odum.

215. SOCIAL DEMOGRAPHY (5).

This course attempts to synthesize the emerging concepts of population, culture, and the region by depicting the resulting cultural landscape. The contributions of cultural anthropology, social geography, regional sociology, and human ecology are studied in an effort both to evaluate the socially significant factors of the environment and to arrive at a classification of regions, culture areas, and social types. *Five hours a week, spring quarter.* Professor Vance.

230. RACE AND CULTURE CONTACTS (5).

This course will attempt to describe and analyze the problems arising from the contacts of peoples of different racial or cultural heritages, with particular reference to Negro-white relations in the New World. Comparative studies of the nature and consequences of Negro-white contacts in various parts of the New World will form the chief basis for theoretical discussion. *Five hours a week, winter quarter.* Professor Johnson.

342. SEMINAR (3).

A research course in political, social, legal, and technical assumptions of nineteenth century liberal capitalism. *Two and one-half hours fortnightly, fall and winter quarters.* Professor Von Beckerath.

COURSES IN RURAL SOCIAL-ECONOMICS

101. NORTH CAROLINA: ECONOMIC AND SOCIAL (5).

This course is designed to familiarize the student with North Carolina: population, agriculture, resources, social life, economic development, industry, wealth, taxation, education, public welfare. *Five hours a week, fall or spring quarter.* Professor Hobbs.

134. COUNTY GOVERNMENT AND ADMINISTRATION (5). Same as Political Science 134.

271abc. RURAL SOCIAL PROBLEMS (5 each quarter).

Designated readings on and class discussions of (1) the solitary farmstead and the country community, (2) farm tenancy, (3) country illiteracy, (4) the country school, (5) the country church, and (6) rural citizenship. *Five hours a week, fall, winter, and spring quarters.* Professor Hobbs.